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**Carrera de Lengua y Literatura Inglesa**

**“The Use of Cooperative Learning to Enhance EFL Students’ Speaking Skills”**

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## Resumen

El presente estudio analizó el impacto del Aprendizaje Cooperativo (AC) en el desarrollo de la expresión oral de los estudiantes de ILE. La investigación se realizó mediante una revisión sistemática de la literatura en dicho campo. Se seleccionaron y analizaron veinte estudios empíricos relacionados con el uso del AC en el aprendizaje del inglés como lengua extranjera o segunda lengua. Los artículos se dividieron en cinco (5) categorías según las preguntas de investigación. Estas categorías fueron: año de publicación de los estudios, micro habilidades del habla, técnicas de aprendizaje cooperativo, competencia comunicativa, aprendizaje cooperativo para mejorar las actitudes de los estudiantes hacia el aprendizaje del inglés y el trabajo en equipo como motivación para promover la interacción oral. Por ejemplo, los estudiantes tuvieron más oportunidades para hablar, recibir comentarios de los demás y ser más conscientes de sus errores.

De igual forma, el análisis de los estudios demostró que los estudiantes fueron capaces de comunicar sus ideas con mayor claridad al participar conscientemente en las actividades de AC; esto permitió que los estudiantes se dieran cuenta de cómo mejoraban su pronunciación, fluidez y precisión durante las clases de inglés. Finalmente, los hallazgos evidenciaron que los estudios que aplicaron AC tuvieron efectos positivos en el aprendizaje del inglés, específicamente en el desarrollo de la expresión oral.

**Palabras clave:** ILE. Aprendizaje cooperativo. Expresión oral. Interacción social.

Aprendizaje de idiomas. Revisión sistemática.

### Abstract

This research synthesis explored the impact of Cooperative learning (CL) on EFL students' speaking skills. The study was conducted through a systematic review of the literature in the field. Twenty empirical studies related to the use of CL in the learning of English as a foreign or second language were selected and analyzed. The research papers were divided into five (5) categories: the year of publication of the studies, speaking micro skills, cooperative learning techniques, communicative competence, cooperative learning to enhance students' attitudes towards learning English, and teamwork as motivation to promote oral interaction. The findings evidenced that the studies which applied CL had positive effects on English learning, specifically on the development of the speaking skill. Students had more opportunities to speak up, receive each other's feedback, and become more conscious of their mistakes.

Additionally, the analysis of the studies showed that when students were involved in the CLactivities, they were able to communicate their ideas clearly, and they became aware of howthey improved their pronunciation as well as their fluency and accuracy.

**Keywords:** EFL. Cooperative learning. Speaking skill. Social interaction. Language learning. Systematic review.



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## **Dedication**

This research study is wholehearted dedicated to my parents César and Cecilia who have been my support and inspiration throughout my life, and who have not let me give up during my college career. Also, to my grandmother Margarita and my siblings who have been always by my side pushing me to achieve my goals.

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## Introduction

The development of the students' speaking skill is essential when learning a foreign language. In fact, to become competent users of the language, they must develop various aspects related to this skill such as pronunciation, fluency, accuracy, grammar, and vocabulary (Maharani, 2016). Additionally, learners must have opportunities to constantly interact with others. Therefore, the cooperative learning method is ideal to promote the speaking skill because it allows students to have the opportunity to experiment with the language in a natural environment, without pressure, and surrounded by their peers (Nadrag & Buzarna-Tihenea, 2017).

Cooperative learning is a method that involves small groups of students which enable them to work together and develop their own learning by interacting with each other (Darmuki, Andayani, Nurkamto, & Saddhono, 2018).

Throughout history, several research studies have demonstrated the effectiveness of cooperative learning (Derakhshan, Khalili, & Beheshti, 2016). At the end of the 19th century and until the middle of the 20th century, the cooperative learning movement spreaded throughout the United States where it was established as a learning method and subsequently used in public schools. Later, it was expanded throughout North America and other countries, proving that it was a methodology that provided great benefits in the educational context (Yassin, Razak, & Maasum, 2018).

In the same way, various studies have studied the impact of CL on the process of learning English as a foreign language. These studies have demonstrated that it is beneficial, especially, to the speaking skill because students are given the opportunity to communicate in a more naturalistic environment through the use of pair and group activities, which enhances students' interaction in the classroom (Yilian, 2007; Hill & Bjork, 2008; Namaziandost, Vida, & Mehdi, 2019).



Therefore, this research study aimed to summarize the contributions of CL to the process of EFL/ESL learning and especially its impact on students' speaking skills. To achieve these goals, this research was carried out by a systematic review of twenty empirical studies and it is structured in six chapters, as follows:

In the first chapter, the research topic is described through the explanation of its background, problem statement, rationale, and research questions.

In the second chapter, the theoretical framework that supports this research is described. It covers definitions such as cooperative learning, its elements and techniques, the English speaking skill, and how cooperative learning influences on the development of it.

The third chapter synthesizes the literature review of the 20 empirical studies selected for this study.

The fourth chapter covers the methodology of this study. A coding process was applied obtaining different categories to be analyzed.

The fifth chapter displays the analysis and interpretation of the empirical studies selected for this study.

Finally, the last chapter presents the conclusions and recommendations.

## Chapter I

### Description of the Research

#### Background

Several research studies demonstrate the effectiveness of cooperative learning (CL), which is an educational methodology focused on teamwork to build knowledge and improve learning techniques (Derakhshan, Khalili, & Beheshti, 2016). As defined by Singh and Agrawal (2011), “cooperative learning is the learning process in which individuals learn in a small group with the help of others” (p 1). Another relevant definition is from Johnson and Johnson (2008), which conceptualizes cooperative learning as "the educational use of small groups, so students work together to maximize their learning and of others" (p. 2). At the end of the 19th century and until the middle of the 20th century, the cooperative learning movement spread throughout the United States. In 1806 the pedagogue Colonel Francis Parker opened a Lancastrian school in New York where cooperative learning was used and established as a teaching method (Revelo, Collazos, & Jiménez, 2018). Although the dissemination of Lancaster's ideas in the United States culminated in 1800 with the emergence of the Common School Movement or Common School, cooperative learning was promoted by CF Parker who was the superintendent of Massachusetts public schools; method that prevailed in America throughout the nineteenth century and well into the twentieth century (Yassin, Razak, & Maasum, 2018).

Various authors have deepened and collaborated in the expansion of cooperative learning both in North America and in other countries, proving that it is a methodology that brings great benefits in the educational aspect (Yassin, Razak, & Maasum, 2018).

The contributions of the Cooperative Learning Method have resumed since the 1990s at different levels of education.

In the 1970s, the research and practice of cooperative methods were of great importance.

The theory and application of cooperative techniques in the school environment continued to





evolve, especially in the United States and Canada. Another important contribution is that of Kagan in the late 90s, mentioned by Celik, Kubra, and Esra (2013).

The activity of Kagan (as cited in Celik, et al (2013) called “Numbered heads”, showed that cooperative language contributes to improve the speaking skills. The need to communicate creates in students the desire to overcome speaking deficiencies, and the learning method used helps them express themselves naturally and interactively.

Another study related to collaborative learning was the one carried out by Berrelleza, Osuna, Salazar, & Ruiz (2016) that confirmed the theory that the formation of collaborative learning groups contributes to the development of cognitive and social skills.

One of the most recent studies is the research carried out by Brizuela, Perez, & Sanchez (2019) whose objective was to contribute to the development of collaborative learning with the use of the cell phone in different synchronous activities in the open and distance modality in teacher training at the level of basic education. The study demonstrated that the use of the chat and video-collaboration made interaction faster and more dynamic between teachers and students.

## Statement of the Problem

The English language has expanded in many countries for economic, political, social, cultural, and technological reasons. Hence, effective learning that allows optimal development concerning the aspect of speaking skills to achieve spontaneous communication is vital (Gillies & Boyle, 2010). Therefore, the methodology used in the classroom is the basis to lead students towards truly useful learning. According to Johnson and Johnson (2008), the methodology used by teachers plays a preponderant role in the way in which learning develops in students, and it can strengthen the skills required for better development in speaking skills.

On the other hand, it is observed in many class environments that students are passive recipients of knowledge rather than being active participants in the required learning (Gillies & Boyle, 2010). Moreover, it is very common in classrooms today to see the teacher explaining grammar structures while the learner only listens and answers repetitive questions without demanding a greater understanding of the subject and with few opportunities to express himself or herself orally with development and fluency (Gillies & Boyle, 2010). Unfortunately, being only passive recipients, students have fewer opportunities to interact with others, minimizing the benefits of oral communication due to the lack of speaking ability (Gillies & Boyle, 2010).

The ability to speak is one of the most valued skills and is considered the most important for people in general (Derakhshan, Khalili, & Beheshti, 2016). However, EFL students may have some trouble speaking accurately and fluently in English, preventing effective communication. As mentioned by Derakhshan, Khalili, & Beheshti, 2016, speaking is established as an important skill for students of English as a foreign language.

Kurniati, Eliwarti & Novitri (2015) stated that language is important for communication. It is not enough for students to learn words, phrases, and grammatical

characteristics if they want to produce the language in their daily communication or interact with others in English. Therefore, the most important thing to keep in mind when teaching to speak is how to activate the different elements of the speaking skills, such as vocabulary, grammar, pronunciation, stress, intonation and some others which students must possess to communicate since the main function of language is a means of communication. It can be affirmed that CL stimulates the interaction between students and the teacher and energizes the classroom environment, allowing interactive learning to be obtained. Kurniati, Eliwarti & Novitri (2015) concluded that the ability to speak requires the simultaneous use of the elements that make up the skills of the speaker since cooperative learning encourages interaction between students when using communication and creativity. As stated previously by the authors, it is established that the methodology based on cooperative learning is the most appropriate to improve speech skills.

Therefore, the implementation of CL methodology will enhance speaking skills in students because they become active and leading participants in their learning while the class is energized, and at the same time students are motivated and interested in learning English to communicate more fluently and accurately (Revelo, Collazos, & Jiménez, 2018).

Based on the aforementioned, through the following systematic review the researches pretend to determine the positive impact of cooperative learning on the development of the speaking skill, based on the fact that when working cooperatively students need to achieve some common goal, therefore they must work as a team, and to work as a real team, students must interact, so if they want to succeed good oral communication is totally necessary.

## **Rationale**

Cooperative learning is an innovative methodology, which has been progressively implemented in the educational field; it allows students to learn from each other through the exchange of knowledge and skills (Revelo, Collazos, & Jiménez, 2018).

As indicated by Lobato (2018), cooperative learning is a methodology that is based on teamwork; its objective is the construction of knowledge and the acquisition of social skills and abilities. Similarly, Johnson and Johnson (2008) indicate that cooperation, in comparison with other competitive and individualistic activities, generally results in better productivity, performance and social competence of students.

However, teachers have avoided using this methodology due to the requirements that must be applied. Among these requirements are organizing the class in small mixed and heterogeneous groups, linking the objectives of the participants so that the goals are common to the group and not individual, as well as carefully designing and planning the interactions to guarantee successful interaction among the members of the teams formed (Lobato, 2018).

According to Ruiz (2016), "the problems presented by teachers for the application of cooperative learning range from the basic dimension of programming (simple paper), to its application in the classroom, through the difficulties they encounter with students" (p.131). Nevertheless, since CL is dynamic and interactive, it can lead to improved oral expression skills in EFL classrooms; therefore, this methodology deserves to be studied in depth.

Furthermore, Byrd (2009) expresses that cooperative learning "facilitates the reunion of students with the language in different conditions than they have in the classroom, which becomes more important when the teaching-learning process takes place outside the linguistic medium " (p. 19).

The idea that CL favors the acquisition of a second language is predominant thanks to the interaction provided by the exposure of the students to the language, and at the same time, it gives the possibility of producing a complete output reference. The implementation of cooperative learning can motivate students to take greater control and motivation to achieve their learning objectives (Namaziandost, Shatalebi, & Nasri, 2019).

Cadenas (2014) also confirms the benefits of cooperative learning in English teaching, expressing that "cooperative learning is a technique that substantially improves the use of English by students, which is very useful in the English classroom "(p. 161). Additionally, the author declares that the English classroom, from a communicative aspect, is an artificial environment where there is no real contact with the language, so it is very important to create an environment that resembles the real one (Cadenas, 2014). The use of cooperative structures helps to create a real and communicative environment in the EFL classroom.

All of the studies mentioned above are intended to demonstrate that cooperative learning provides students with the proper tool to develop their speaking skill. Along the present review they will be compared and contrasted to see if this method has a positive impact in the development of this skill.

### **Research Questions**

- What is the reported impact of Cooperative Learning on EFL/ESL student's speaking skills?
- What are the reported results of the use of Cooperative Learning in the learning of English as an FL or SL?

## **Chapter II**

### **Theoretical Framework**

This chapter describes the theoretical foundations of cooperative learning and the speaking skill, which provide guidance and support to this study.

#### **The Sociocultural Theory by Lev Vygotsky**

The Russian psychologist Lev Vygotsky (1978) provided a solid foundation for second language acquisition while he analyzed the development of the ability to communicate through social interaction within social, cultural, physical, and historical contexts. Furthermore, Vygotsky highlighted the fundamental role of the historical, social, and cultural context of language in the learning process of individuals. Vygotsky stated that individuals are social beings, whose actions are the product of interaction, which allows them to negotiate consistent meanings with the culture in which they are immersed. This theory is related to cooperative learning since while working in teams, students interact and develop their social skills.

#### **Cooperative Learning (CL)**

Cooperative learning (CL) involves the work done in the classroom in small groups of students in order to exchange information, knowledge, and opinions to fulfill tasks previously assigned by the teacher (Kurniawan, 2014). Gillies and Boyle (2010) define cooperative learning as a classroom technique in which students work in small groups. The author also explains that CL consists of a series of structured methods or systematic instructional strategies that can be used at any school level, from the basic level to higher education. Furthermore, Al-Tamimi and Attamimi (2014) points out that the main benefits of cooperative learning are shown in the improvement found in the student's academic performance, they mention that CL develops effective attitudes towards learning, promotes relationships and interaction among students, increases motivation and self-esteem, promotes respect for the members of the group.

## Elements of Cooperative Learning.

There are five essential elements that teachers must explicitly incorporate into each class in order to achieve the goals expected from working cooperatively (Lobato, 2018).

1. **Positive interdependence:** It refers to the students 'achievement of both individual and group objectives. The individual feels satisfaction as long as the whole group succeeds.
2. **Individual and group responsibility:** Each member of the group is aware of their tasks; therefore, each one is responsible for their fulfillment.
3. **Motivational interaction:** It means that students promote the group's success by helping, supporting, and encouraging each other's efforts.
4. **Interpersonal and team skills:** Group members must listen actively, and motivate each other.
5. **Group and individual evaluation:** Group members should feel confident to express their opinions as well as to discuss the progress of their tasks and finally, to self-evaluate their work.

## The Role of the Teacher in the Cooperative Classroom

According to Yilian (2007), the teacher is the facilitator, guide, and observer in a cooperative class. The role played by the teacher in cooperative learning is presented in six stages as follows:

1. **Stage 1:** The teacher makes decisions before the application of cooperative learning.
2. **Stage 2:** The teacher assigns the students roles to ensure their interdependence.

3. **Stage 3:** The teacher explains the task and the objectives.
4. **Stage 4:** The teacher carries out the cooperative lesson.
5. **Stage 5:** The teacher monitors the effectiveness of cooperative work groups, and the teacher gets involved when it is required.
6. **Stage 6:** The teacher evaluates learning and interaction.

### **Cooperative Learning Vs Competitive Learning**

Competitive learning or individualistic learning is the more traditional form of learning and it consists of the process where students study and complete their assignments by themselves in order to learn a subject. As it is a traditional method, teachers evaluate the students' learning process by tests and quizzes that provide a grade according to each student's level. In this way, students compete against each other in order to get the best grades or a kind of recognition. In competitive learning, students learn by themselves; therefore, it is more demanding and more competitive. It leads to solitary study with the aim of beating the rest, preventing students from obtaining their partners' help when they have questions; therefore, the possibilities of clarifying information regarding content are fewer (Yassin, Razak, & Maasum, 2018).

On the other hand, Jones & Jones (2008) state that in cooperative learning the teaching/learning process is easier and more effective. Indeed, students have the possibility to reinforce and clarify their doubts with the rest of the group because they work as a team.

### **Cooperative Learning and the Process of Learning English as a Foreign Language (EFL)**

Learning English as a foreign language (EFL) refers to English that is learned in school as another subject and it is not used as a regular means of communication (Richards,



2002). In this case, English is taught in schools and institutes but it does not play a fundamental role in the social and economic life of citizens.

The motivation for learning English, in this case, is purely operational: reading literature, watching movies on original version, or communicating with speakers of English-speaking countries or with those from other latitudes that know this language as *lingua franca*. In the learning process of foreign languages, cooperative learning is called Cooperative Language Learning. This methodology has been adopted as a way to promote communicative interaction in the classroom and it is considered as an extension of the principles of Communicative Language Teaching (Hill & Miller, 2013).

Additionally, Hill & Miller (2013) stated that Cooperative Learning provides various benefits for teaching English as a foreign language.

1. It gives opportunities for naturalistic learning of the foreign language through the use of activities in pairs and in groups.
2. It provides teachers with a methodology that allows them to achieve the objective and it can be applied to various curricular settings.
3. It makes possible to give priority to lexical units, linguistic structures, and concrete communicative functions through the use of interactive tasks.
4. It gives students opportunities to develop learning strategies and communication that have good results.
5. It increases student motivation, reduces their stress and creates a positive affective atmosphere in the classroom.



## **Cooperative Learning and the Speaking Skill**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Derakhshan, Khalili, & Beheshti, 2016). Its form and meaning are dependent on the context in which it occurs, students' collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

According to Roehr (2006), the speaking skill is defined as the communicative activity through which information and ideas are transmitted orally to others. It constitutes an important objective of the process of learning a foreign language. Furthermore, Oradee (2013) defines the speaking skill as the act of expressing, saying, clarifying, manifesting, and representing thoughts, feelings, and ideas.

Currently, the teachers' trend in language learning is to give more importance to oral interaction between students, in which the main objective is communication, that is, providing students with real life situation contexts in the class so that they meet a genuine need to communicate by using their knowledge and strategies in meaningful learning (Yilian, 2007).

Through the use of methodologies such as Cooperative Learning, teachers can develop in the student real needs of communicating with classmates. Developing real speech acts plays an important role in speaking improvement, which will benefit both the teacher and the student when developing oral expression in the English language (Yilian, 2007).

### **Components of Speaking Skills**

The speaking skill requires the simultaneous use of different components such as interaction, grammar, vocabulary, fluency, accuracy, and pronunciation that are essential components of the speech process (Kurniati, Eliwarti, & Novitri, 2015).



A brief description of these components is shown as follows.

**Interaction:** It is an action that takes place between two or more subjects or agents.

**Grammar:** It is the study of the rules and principles that regulate the use of languages and the organization of words within a sentence.

**Vocabulary:** It refers to a group of words that form a specific language that is understood by a person.

**Fluency:** It is the process that allows smoothness, rhythm, continuous flow, without pauses or repetitions. Fluency allows sounds, words and phrases come together in oral language.

**Accuracy:** It refers to how correct the learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary.

**Pronunciation:** Pronunciation is the way a word is articulated, that is, how sounds are produced. It refers to the pronunciation of speech in the mouth; more than the accent, it is the way the sounds are perceived by the listeners.

Fluency, accuracy, and pronunciation work according to natural speaking and have an important role on learning speaking process. The development of speaking skills is identified in oral tasks when teachers and students establish dialogues and take part in informal conversations. In this process, it is possible to recognize the improvement of students' speaking skills.

The use of Cooperative Learning in teaching speaking has been subject of extensive research. Castrillón (2010) stated that cooperative learning has become a convenient tool to activate the oral production since the cooperative learning method emphasizes positive human relationships and collaboration between peers or groups.

It is necessary to mention that during the development of the speaking skill



Cooperative Learning techniques are very useful because they promote human

relationships and collaboration between members of the class through conversational exercises (Yilian, 2007).

### **Methodology Used in Cooperative Learning Tasks**

Task-based learning is the best way of working cooperatively, since it integrates all the elements of cooperative learning. Cooperative learning based on tasks is a learning method that pursues a change in the educational paradigm, focusing on students.

Task-based cooperative learning goals consist on:

- Putting the emphasis on the learning process.
- Making the students the protagonists of their learning process, with the teachers guiding this process.
- Transforming learning into something dynamic.
- Changing the idea of success as an individual achievement to success as a group.

On the other hand, cooperative learning methods and techniques organize small groups with the aim of establishing the necessary links and requirements for cooperation. But despite having this in common, each technique represents a different way of managing teaching-learning activities, which makes some more suitable than others to develop certain learning depending on the purpose (Lange, Costley, & Han, 2016).

### **Cooperative Learning techniques**

According to Apple (2006), cooperative learning techniques are planned to increase the amount of understandable input, as well as to promote motivation and self-confidence through shared interface between pairs of non-native speakers. Fostering a greater sense of community within the classroom can only occur through increased interaction among students. Learning communities need to discuss and share information and help each other by



clarifying doubts among others. Apple also mentions that the most used CL techniques in an EFL classroom are the following:

- **Jigsaw puzzle:** It is called jigsaw puzzle because each student is an essential piece for the completion and complete understanding of the final product. Each student assumes responsibility for a portion of content and then shares it with the other members of his/her team. The only way for students to learn other parts of the content other than their own is to listen carefully to their peers.
- **Note taking pair:** In a pair of students, one takes the role of synthesizer and the other of listener. At one point, the teacher stops the explanation and the synthesizer summarizes the information and the listener complements it. They end up preparing their own synthesis of the theme.
- **Think- pair-share:** Think-pair-share (TPS) is a cooperative learning strategy through which students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to think individually about a topic or answer to a question and share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.
- **Two stay, two stray:** By using Two stay, two stray structure, students will get used to respecting others' opinions, they can express their opinions to others, and they can increase their confidence in expressing ideas.
- **Three-stay, one-stray:** In a group of four (or could be more), students solve a problem. While they work, they send one member to "stray" to another group to compare teams' solutions.
- **Games:** Cooperative games allow students to work together to make decisions based on creative thinking, communication, and collaboration. Students learn about the importance



of teamwork, as cooperative games help students learn how individual efforts unite to help the team accomplish goals.

### **Oral Communicative Competence**

Oral language is promoted as an instrument of communication and representation that constitutes the axis of social life and that allows people to regulate their relationships with the environment, as well as the possibility of creating and recreating their own representation of the world through construction of new knowledge Celce-Murcia (2008). In this context, oral expression is synonymous with oral communicative competence because oral expression is the ability to express oneself with clarity, fluency, coherence and persuasion, using verbal and non-verbal resources in a pertinent way. It also involves knowing how to listen to others, respecting their ideas and conventions of participation.

According to Celce-Murcia (2008), communicative competence includes some aspects that helps the students to perform their tasks in a better way, when oral skills are required:

- a. Linguistic competence:** It is related to grammar correction, pronunciation correction and vocabulary increase.
- b. Sociolinguistic competence:** It is about general knowledge of culture in the target language, which means knowledge about society, ways of relating, ways of life, celebrations, and customs.
- c. Strategic competence:** It refers to the ability to use verbal and non-verbal communication strategies to improve the effectiveness of communication.
- d. Discourse competence:** Creation of discourses in contexts close to reality that are meaningful for students.



**e. Interactive competence:** It refers to the oral interaction in pairs or small groups based on different topics and it also includes elements of non-verbal language and social conventions.

Therefore, any oral communication activity proposed to be carried out in the classroom will serve to work several of the sub competences mentioned above. cooperative learning can be very useful for foreign language teaching. One of its main contributions is the promotion of the oral use of the language in a real context of communication, which makes students more competent when interacting with other people.



### **Chapter III**

#### **Literature review**

According to Kurniati, Eliwarti & Novitri (2015) language is highly important for communication. However, it is not enough for students to learn words, phrases, and grammatical features if they want to speak as English native speakers or to use it in a daily basis. Since the main function of language is to communicate ideas, information, thoughts to others. It is important that teachers learn how to activate all the elements that the speaking skill includes to get success.

Al-Tamimi and Attamimi (2014) state that when using cooperative learning, students have a more positive attitude towards speaking skills compared to those who are exposed to the traditional approach, in which they have to work on their own and perform a passive role. Students who perform cooperative group tasks tend to have higher academic test scores and greater comprehension of the skills they are studying.

Therefore, the main purpose of this literature review is to describe the relationship among the reviewed studies, to analyze how the CL method was applied and the results obtained by the researchers after its implementation in their classes. It is important to note that Essien (2015) mentioned that not all educational institutions around the world have implemented this methodology in their teaching, thus, this research is focused on analyzing a selected number of research studies to determine the impact of CL to inform teachers about a cooperative approach to enhance students' speaking skills.

The studies described below were grouped taking into account the impact of CL, its techniques to improve students' speaking skills and students' attitudes towards CL in order to answer the research questions; a) What is the reported impact of Cooperative Learning on EFL/ESL student's speaking skills? b) What are the reported results of the use of Cooperative



Learning in the learning of English as an FL or SL?

### **Cooperative Learning and the development of students' oral communicative competence**

Different studies related to cooperative learning and the development of oral communicative competence have been conducted in recent years. Some of them are described as follows.

Pacheco, Rozo, and Quinche (2011) carried out an action research study with the purpose of investigating the role of cooperative learning techniques in the development of 5th graders' speaking skills at George Washington School. The researchers chose accuracy, fluency, and pronunciation as the main speaking micro-skills to work with 15 learners. During the implementation of cooperative learning techniques, the researchers developed different activities with the students such as: Find somebody who, Who am I? Three adjectives, Find the correct answer, Telephone, Tongue twister, What are you doing?, Number heads, Inside – outside circle, and Agreement circles. Data was collected by applying diagnostic and speaking tests. The results revealed that the diverse activities proposed were useful for enhancing oral communication since students improved their speaking at the moment of communicating. For this reason, the author concluded that cooperative learning was a successful teaching strategy that could be implemented by teachers during their classes to help students enhance the process of acquiring a second language.

Likewise, Kurniawan (2014) carried out research aimed at improving students' skills and the teaching-learning process of speaking through cooperative learning. The type of the study was an action research. The results of this study showed an improvement in students' speaking skills after the implementation of the actions. Students were able to cooperate with group members in accomplishing tasks responsibly, using classroom English in



communication actively, and by having a discussion manageably.

Additionally, Nievecela and Ortega (2019) conducted a quasi-experimental mixed method research study with the purpose of investigating the effectiveness of cooperative learning strategies in the achievement of A1 level in oral performance. The sample consisted of 24 students from seventh grade belonging to a rural primary school located in Cuenca, Ecuador. Quantitative data was collected through students' speaking pre- and post- tests while qualitative data was gathered through direct classroom observations and group discussion. Results evidenced that the students obtained their A1 oral performance level in the evaluation criteria of comprehension, interaction, fluency, and pronunciation. The results also indicated that cooperative learning strategies had an effective impact with this group of students.

In the same way, Namaziandost, Shatalebi and Nasri (2019) examined the effect of cooperative on learning in terms of oral production. The findings indicated that cooperative learning has the potential to improve students' oral test scores, oral English production, and the use of vocabulary and expressions.

### **The Use of the Cooperative Learning Methodology in the development on students' speaking micro-skills.**

Several studies have been carried out to determine the benefits of cooperative learning on the development of speaking micro-skills such as pronunciation, fluency, accuracy. Some of these research works are described in the following lines.

Ilmy (2012) developed an action research study to prove if CL could improve the speaking micro-skills of tenth-grade students of the UJP (Unit Jasa Pariwisata) class at Sekolah Menengah Kejuruan Negeri 7 (SMKN 7) Yogyakarta. This action research study was conducted in two cycles involving cooperative learning activities such as two stray two stay, think-pair-share, numbered heads together, and inside-outside circle. The instruments used in this research were observation guidelines, interview guidelines, and questionnaires. The research results showed that the students improved positively in different aspects of the

speaking skill such as pronunciation, fluency, and interactive communication. Moreover, students were more confident speaking English and had more opportunities to communicate. The different activities carried out made the class pleasant and enjoyable; thus, the authors concluded that the students improved their fluency and pronunciation through the use of CL.

As an attempt to corroborate the previous findings, Zohra (2013) conducted a study to investigate the way that EFL teachers at Biskra University used cooperative learning techniques in the classroom and determine if these techniques had a positive effect on the development of the speaking skill of second-year students. Classroom observation was the main data collection tool. During the study, learners and teachers were observed and a checklist was used over six sessions. Cooperative learning was implemented in four sessions; three continuing sessions in the first classroom and one in the second classroom. In the other two sessions, individualistic approaches were carried out by the teacher. The research findings evidenced that learning in cooperative groups developed learners' fluency.

In the same way, Yaghoubi-Notash and Sarbakhian (2014) developed a study to find a causal relationship between cooperative learning techniques and the enhancement of problematic pronunciation of inflectional endings -ed, and -s in the Iranian EFL context. For the treatment, students from the experimental group were given cooperative oral tasks and they were mainly focused on pronunciation of -ed sounds. It was evidenced that the elementary EFL learners' -ed ending pronunciation was enhanced through cooperative learning techniques such as pair work and group work during the course of instruction.

However, with -s endings, the cooperative learning atmosphere did not prove to be beneficial for accuracy in pronunciation due to lack of significance, which means that -s ending was not considered as much problematic as -ed on the students' part; the participants focused their attention on the most difficult ending pronunciation that was -ed.

Likewise, Lestari, Azhar, and Erni (2015) developed an action research study to

determine whether or not the use of two-stay-two-stray method could improve first year students' speaking ability. The participants of this study were 22 students of Sekola Menengah Pertama Negeri 6 (SMPN 6) Tambang. The research instruments used to collect the information were tests and observations. The classroom teacher was in charge of observing the teaching and learning process through the use of observation sheets prepared by the researcher. A pre-test and a post-test were applied before and after the intervention.

During the intervention, the students became the center of the class because they were working in groups and helping each other. After a comparison between pre-test and post-test scores, it was proven that students raised their score in the post-test. Considering it was an action research study, the post-test was administered twice, after each reflection stage. The students improved their average score from 45.45 (Pre-test) up to 62.85 (Post-test 1) at the end of the first reflection stage, then up to 78.36 (post-test 2) at the end of the second reflection stage. Thus, it was concluded that the use of the two-stay-two-stray technique improved the students' fluency and pronunciation.

Additionally, Darmuki, Andayani, Nurkamto and Saddhono (2017) corroborated the previous findings with an investigation focused on evaluating the effectiveness of the cooperative approach in terms of the development of student's speaking ability and the effectiveness of the speaking learning activity. They also aimed at figuring out the significant difference in results between pre and post cooperative models. The authors implemented a speaking learning model by tolerance-based cooperative approach in which students discussed different topics demonstrating tolerance, honesty and giving opinions politely. The research findings indicated that pronunciation, intonation, expression, and diction of students who were taught through cooperative learning was better than the ones who received instruction through conventional methodologies.

Alrayah (2018) also agrees with the previous studies through her research which aimed

at observing the effectiveness of cooperative learning activities in improving EFL learners' fluency. The sample consisted of 48 English students of the first year from the Faculty of Education at Omdurman Islamic University-Sudan. This group of students was divided into experimental and control groups. For one month, the experimental group received an intervention with cooperative learning activities, such as Three-Step-Interview, Think- Pair-Share, Jigsaw, Numbered Heads Together, Round Table, and Carousel Brainstorming. The researchers used recorded interviews for testing both groups of students in terms of their fluency as the data collection method. These interviews produced oral answers to pre and post-tests. The results evidenced a statistically significant correlation between the cooperative learning activities and the improvement of EFL learners' oral fluency of speaking.

In the same way, Darmuki, Andayani, Nurkamto and Saddhono (2018) carried out another investigation aimed at evaluating the effectiveness of cooperative-based Speaking Learning Model (SLM) regarding the development of student's speaking ability and its effectiveness on speaking activity. A quasi-experimental design was used. The data collection instruments were questionnaires, interviews, and speaking tests. The sample involved 80 students of classes A and B of the first semester from the Department of Indonesian Language and Letter Education. The students of class A were the experimental group, while those of class B served as the control group. Both groups took a pre-test. The students' results of the speaking test before the implementation of the new model were quite similar; students from class A (experimental group) got 13.7531 and students from class B (control group) got 13.1605. Then the control group was taught using the traditional learning model in which the teacher was the center of the class and the students performed the tasks on their own, while the experimental group was taught using the cooperative learning model for speaking. After the intervention using CL and conventional learning, a comparison of the results of both groups in the post-test showed that the experimental group as well as the control group developed their speaking ability. Students from the experimental group raised their average

score 16.3210; while the students that learned through traditional model got an average score of 14.7654. It means that the cooperative-based Speaking Learning Model (SLM) was more effective than conventional learning since students from the experimental group became more fluent in their speaking than those of the control group.

In the same context, Ulfa (2018) conducted a study with the purpose of improving the students' speaking skills in English by using cooperative learning with the activity named Time Token Arends type. The methodology applied was classroom Action Research, meaning that the study was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. Forty students of Madrasah Aliyah Swasta (MAS) Amaliyah Sunggal coursing first grade were the sample. The data was collected through quantitative and qualitative instruments, and a pre-test was applied at the beginning and a post-test was applied at the end of each cycle. In the pre- test, only five students out of 40 passed the minimum score that was 75 while in the first post- test, 19 out of 40 students passed. In the second post-test, 35 students passed the minimum score and only five students failed. The results of this research showed that there was an improvement in students' accuracy after each cycle.

Furthemore, Nurhasanah and Suwartono (2019) established the effectiveness of using the jigsaw technique in the development of 11th grade students' speaking skill in English.

This research consisted of a quasi-experimental design. It was comprised of two classes named the experimental and control class. A pretest and pos-test were used as the data collection instruments. The tests were applied orally to both experimental and control groups to identify the participants' English-speaking proficiency level. The average scores of the speaking tests obtained by the students in the experimental group demonstrated that they had a better development of their speaking skill than the control group. The mean score of the pre-test in the experimental group was lower than that in the control group ( $39.44 < 43.03$ ). Instead, the main score of the post-test in the experimental group was higher than in the control group after



getting the treatment (65.68>59.12). Finally, it was found that the students that were taught using the jigsaw technique improved their vocabulary, grammar, pronunciation, and fluency.

Finally, this finding is consistent with the results of Namaziandost, Neisi, Kheryadi, Nasri and Ali (2019). The authors conducted a research aiming to investigate the effect of cooperative learning to improve Iranian students' English-speaking skills. In order to compare the impact of cooperative learning with traditional instruction on speaking skills, a pre-test–post-test design was used. The data was gathered at multiple time points. Before the experiment, an oral test and a questionnaire were applied to the participants in the control and the experimental groups. Then the treatment started; students from the control group were taught with traditional methods while students from the experimental group were taught through CL techniques such as STAD (Student Team Achievement-Division) and NHT (Numbered- Heads-Together). At the end of the study, the post-test was administered to both groups. The mean score of the experimental group on the post-test was 65.55 while that of the control group on the post-test was 59.55, which means that speaking competence mean scores of the experimental group in the post-test were all higher than those of the control group. These results indicated a significant development of the students' pronunciation, accuracy, vocabulary, fluency and interactive communication after the introduction of cooperative learning techniques in the experimental group.

### **Students' attitudes towards learning English through the use of Cooperative Learning.**

Concerning students' attitudes towards learning English through the use of Cooperative Learning, several authors have conducted research on this topic, some of them are described below.

Al-Tamimi and Attamim (2014) developed a research study to investigate the effectiveness of CL in English classes to enhance Yemeni students' speaking skills and attitudes. The sample was comprised of 60 students studying in the first year of the English

Department at Hadhramout University. A five-point Likert scale- questionnaire was administered to the students before and at the end of the course to identify their attitudes towards the use of cooperative learning. The participants were divided in two groups, the control and the experimental group. The treatment consisted on dividing the students from the experimental group into six groups of five students each. Then, the students were required to present and discuss a topic. They shared their ideas while they worked in groups, so they helped and supported each other. The results showed that the participants in the cooperative learning classes were more motivated to speak in English than the participants from the control group who were exposed to the traditional approach. Students who performed cooperative group tasks had higher academic test scores and greater comprehension of the skills they were studying. Finally, the findings revealed the formation of positive attitudes in the students towards language learning after the introduction of cooperative learning techniques.

The previous findings are consistent with Essien (2015) whose research purpose was to survey the opinions of first-year students majoring Early Childhood Education at the Faculty of Education in Suan Sunandha Rajabhat University regarding their attitudes towards cooperative learning. A four-point Likert scale was adopted for data collection. The findings showed that students significantly preferred to study and perform projects in groups. In otherwords, the results evidenced that students could develop extraordinary positive attitudes towards learning English through cooperative work.

A quasi experimental research that relates to the findings obtained in the aforementioned studies was conducted by Maharani (2016). The research was focused on the use of the TwoStay Two Stray technique to motivate students in senior high school of Sekolah Magelang Alam (SMA) Taruna Nusantara Magelang to be more positive and active while performing speaking activities. To collect the data, pre-tests, post-tests, and an observation checklist were used. The researcher used class X-1 as the experimental group and X-2 as the

control group. Both groups studied in the same level and had the same language competence. The observation revealed that the students were sometimes shy about expressing themselves, they were afraid of making mistakes, demotivated, and they did not know how to communicate effectively.

After applying the technique, an improvement in the speaking skill was evidenced in the post test. In fact, the mean score of the experimental group was 83.86 and the mean score of control group was 77.86. Finally, the results showed that by using the Two Stay Two Stray technique, the students were encouraged to work in groups and be more active and creative. So, they felt more motivated during the class and had a positive attitude towards speaking in English.

In the same context, Nadrag and Buzarna-Tihenea (2017) agreed with the previous studies by underlining the efficiency of cooperative learning on English students' motivation and speaking skills. After they carried out their study, they mentioned that students could develop the speaking activities more actively instead of being afraid of making mistakes in front of the whole class.

Similarly, Namaziandost et al. (2019) carried out an investigation to analyze the impact of cooperative learning (CL) on EFL learners' oral proficiency and motivation towards learning English. Ninety students who were part of the sample were divided into the experimental and control groups. An English oral test was applied before and after the implementation of cooperative learning activities. According to the results, the mean score of the experimental group on the post-test was 63.48 while that of the control group on the post-test was 58.91 which means that there was a significant increase in the post-test mean score of positive attitudes towards the speaking skill in favor of the experimental group.

Finally, it was evidenced that CL as a strategy allows students to learn with each other, that is working together to take advantage of their own learning which makes learning easier



and more enjoyable. CL also manages to overcome difficulties and obstacles that seem hard to reach like shyness or the fear to make mistakes when speaking. Group work generated positive attitudes of companionship and friendship in the classroom since it created a more supportive and pleasant learning environment providing students with more opportunities and freedom to practice the English language.

## Chapter IV

### Methodology

This research synthesis aimed to analyze the impact of Cooperative learning (CL) on ESL/EFL students' speaking skills. The studies were selected and analyzed following the characteristics of a research synthesis which is defined as a kind of scientific research intended to empirically and systematically integrate the results of a group of empirical studies about a specific research problem (Hedges & Cooper, 2009). The articles were selected via databases such as Researchgate, Google Scholar, Elsevier, and ERIC. The journals where studies were found for this research synthesis were: *The International Journal of Linguistics*, *International Journal of Instruction*, *International Journal of Arts & Sciences*, *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*, *International Journal of Advanced Multidisciplinary Research*, *Journal of Language and Education*, and *ELT Forum: Journal of English Language Teaching*. The keywords used for the search were a) cooperative learning, b) speaking skills, c) English, language, d) communication, e) interaction, and f) cooperation.

The inclusion criteria for selecting the studies for the analysis were:

1. All the research studies must have been empirical studies.
2. The interventions must have been implemented in English classrooms.
3. The studies must have been conducted at different levels of education (primary, secondary, and higher education).
4. All the chosen studies must have been published after the year 2010 to recognize the benefits of using cooperative learning in recent years, and also with the purpose of shedding light on how Cooperative Learning has helped teachers and students in the last 10 years.
5. The studies must have aimed to research on the use of CL only in speaking.



6. Besides, it was not necessary to put a restriction on the research design of the studies.

As a result of the search, 20 studies which met the criteria were included in the analysis.

The categories for the analysis were determined after carrying out a coding process according based on common threads in the studies.



## **Chapter V**

### **Analysis**

#### **Introduction**

In order to meet the objective of this research synthesis, the following questions were defined. 1. What is the reported impact of CL on EFL/ESL student's speaking skills? 2. What are the reported results of the use of Cooperative Learning in the learning of English as an FL or SL?

After examining the selected studies, various categories emerged: 1. the year of publication of the studies, 2. speaking micro skills, 3. cooperative learning techniques, 4. learners' oral communicative competence, 5. students' attitudes towards learning English through the use of CL, and 6. Teamwork as a motivational tool to promote oral interaction. The first category indicates how recent the students are while the other categories focus on answering the research questions.

## Year of Publication of the studies

Table

1

*Year of publication of the studies*

Year	Number of studies	Authors	%
2011-2014	6	Al-Tamimi & Attamimi (2014); Ilmi (2012); Karniawan, (2014); Pacheco, Rozo, & Quinche (2011); Yaghoubi-Notash & Sarbakhshian (2014); Zohra (2013).	30
2015-2019	14	Alrayah (2018); Darmuki, Andayani, Nurkamto & Saddhono (2017); Darmuki, Andayani, Nurkamto & Saddhono (2018); Essien (2015); Lestari, Azhar, & Erni (2015); Lucena & San Jose (2016); Maharani (2016); Nadrag & Buzarna-Tihenea (2017); Namaziandost, Neisi, Kheryadi, Nasri & Mohammad (2019); Namaziandost, Vida & Mehdi, (2019); Nievecela, & Ortega (2019); Nurhasanah, & Suwartono (2018); Wang (2017); Ulfa (2018).	70

**Note.** N=20

Table 1 indicates the year of publication of each study. The twenty studies were divided into two periods of time 2010-2014 and 2015-2019. The first one shows that Cooperative Learning (CL) has been gradually implemented into education at the beginning of the last decade. (Pacheco, Rozo, & Quinche, 2011; Ilmi, 2012; Zohra, 2013; Al-Tamimi & Attamimi, 2014; Kurniawan, 2014; Yaghoubi- Notash & Sarbakhian, 2014). The second period (2015-2019) demonstrates that CL gained greater importance in the educational field since the number of studies has increased during the last five years.



## Speaking Micro Skills

The different micro skills identified in the analyzed studies are classified in the table below.

Table 2

### *Speaking Micro Skills*

Micro Skills	Number of studies	Authors	%
Pronunciation	3	Darmuki, Andayani, Nurkamto & Saddhono, (2018); Yaghoubi-Notash, M & Sarbakhshian (2014); Zohra (2013).	15
Fluency	3	Alrayah, (2018); Darmuki, Andayani, Nurkamto & Saddhono (2017); Wang (2017).	15
Accuracy	3	Essien (2015); Lucena& San Jose (2016); Ulfa (2018).	15
Mixed micro-skills	11	Al-Tamimi& Attamimi (2014); Ilmi (2012); Karniawan (2014); LestariAzhar & Erni (2015); Maharani (2016); Nadrag & Buzarna-Tihenea (2017); Namaziandost, Neisi, Kheryadi, Nasri, & Mohammad, (2019); Namaziandost, Vida & Mehdi, N. (2019); Nievecela & Ortega, (2019); Nurhasanah & Suwartono, (2018); Pacheco, Roza& Quinche (2011).	55

**Note.** N=20

Table 2 shows the studies which aimed to develop speaking micro-skills like fluency,

accuracy, and pronunciation through the use of CL techniques. Three studies agreed on the beneficial effects of cooperative work to improve pronunciation (Alayah, 2018; Karniawan, 2014; Ilmi, 2012). They were mainly supported on the Vygotskian approach that supports that social learning is a meaningful and genuine way of learning (Vygotsky, 1980). These three studies also mentioned that pronunciation could be improved through cooperative learning techniques such as think- pair- share, jigsaw puzzle (Darmuki, Andayani, Nurkamto & Saddhono, 2018; Yaghoubi-Notash & Sarbakhian, 2014; Zohra, 2013).

In the same way, other three studies evidenced how through the use of CL techniques the students reached higher language levels regarding their fluency (Darmuki, Andayani, Nurkamto & Saddhono, 2017; Wang, 2017, Nievecela & Ortega, 2019). The authors agreed that through these kinds of learning cooperative strategies, the students overcame some troubles related to fluency, which is required to communicate ideas more spontaneously, and they simultaneously were able to acquired more self- confidence to talk in front of the class (Alayah, 2018; Darmuki, Andayani, Nurkamto, & Saddhono, 2017; Wang, 2017).

Concerning accuracy, three studies emphasized on how accurate students must be when speaking and on how it can be achieved through the use of CL. The different CL techniques encourage students to speak as clear as they can, considering the person that is receiving the message is attentive to the idea that the speaker is sending, in this way the interaction can be clearer and more accurate (Essien, 2015; Lucena & San Jose, 2016; Ulfa, 2018)

Moreover, a total of 11 researchers analyze the development of all the above-mentioned micro skills, and the authors agreed that CL enhanced accuracy, fluency, and pronunciation significantly since it allowed students to produce more sentences and therefore to express their ideas in a clearer way when speaking English. These studies concluded that CL provides students with more opportunities to practice English orally when group discussions, role-plays,



and debates are implemented (Al-Tamimi & Attamimi, 2014).

Finally, according to the analyzed studies, when working cooperatively, students have more opportunities to speak up, and become more conscious of their mistakes, and at the same time receive each other's feedback (Maharani, 2016; Nadrag & Buzarna-Tihenea, 2017).

## Cooperative Learning Techniques

Different cooperative learning techniques were identified in the analyzed studies; they have been classified as follows:

Table 3

### *Cooperative learning techniques*

Techniques	N	Authors	%
Think-pair-share	1	Nadrag & Buzarna-Tihenea (2017);	6,25
Two-stay, two-stray	3	Ilmi (2012); Maharani (2016); Lestari, Azhar, & Erni (2015);	18,75
Jigsaw	4	Darmuki, Andayani, Nurkamto & Saddhono (2017); Nurhasanah, & Suwartono (2018); Ulfa (2018); Wang (2017);	25
Games	3	Essien (2015); Al-Tamimi & Attamimi (2014); Pacheco, Rozo, & Quinche (2011);	18,75
Mixed techniques	5	Alrayah (2018); Kurniawan, (2014); Nievecela, & Ortega (2019); Namaziandost, Vida & Mehdi, (2019); Zohra (2013).	31,25

**Note.** N=16

Despite 20 primary studies were selected for the analysis, only 16 studies were taken into account when analyzing CL techniques. Four studies were excluded considering they were not focused on the use of CL techniques, they were focused instead on the implementation of other strategies based on cooperative learning such as the study conducted by Darmuki, Andayani, Nurkamto & Saddhono (2017) in which a speaking learning model by



cooperative approach was used.

A total of 11 studies proved that the techniques think pair share, two stay two stray, jigsaw, and games enhanced interaction, active discussion, cooperation, participation, and good relationships among the students in the class (Lestari, Azhar, & Erni, 2015; Alrayah, 2018).

On the other hand, five studies agreed that through the use of CL techniques such as group dialoguing, universal stories, numbered-heads-together, think-pair-share the students had a better comprehension of the language. When using CL techniques, the students got consciously involved in the activities which made them aware of all the information, topics, and explanations provided during each English class (Kurniawan, 2014; Alrayah, 2018; Nievecela & Ortega, 2019; Zohra, 2013; Namaziandost, Neisi, Kheryadi, Nasri, & Ali, 2019).

## Learners' oral communicative competence

Considering the development of the speaking skill is a component of the communicative competence, the sociolinguistic and discourse competence development were also identified in the studies and were developed through the use of Cooperative learning method. The following studies are part of this category.

Table 4

### *Learners' oral communicative competence*

Components	Number of studies	Authors	%
Sociolinguistic competence	15	Al-Tamimi & Attamimi (2014); Ilmi (2012); Pacheco, Rozo, & Quinche (2011); Yaghoubi-Notash & Sarbakhshian (2014); Alrayah (2018); Darmuki, Andayani, Nurkamto & Saddhono (2017); Darmuki, Andayani, Nurkamto & Saddhono (2018); Essien (2015); Nadrag & Buzarna-Tihenea (2017); Namaziandost, Neisi, Kheryadi, Nasri & Mohammad (2019); Maharani, (2016); Nievecela, & Ortega (2019); Wang (2017); Ulfa (2018); (Essien, 2015).	75
Discourse competence	5	Zohra (2013), Lestari, Azhar, & Erni (2015); Lucena & San Jose (2016), Namaziandost,	25

Vida & Mehdi, (2019); Nurhasanah, &  
Suwartono (2018); Kurniawan, (2014).

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**Note.** N=20

Table 4 contains studies that evidenced how cooperative learning has an impact on the development of oral communicative competence in the students. Therefore, 15 studies were consistent with the development of sociolinguistic competence through the use of CL techniques such as the Tolerance-Based Cooperative Speaking Model, Student Team Achievement-Division technique, Two stay, two stray. These techniques helped students to relate to their peers, accepting and respecting their ideas and thoughts. Similarly, through the use of these techniques, students shared life experiences, which directly involve the development of sociolinguistic competence.

Regarding discourse competence, five studies emphasize that through CL techniques it is easier to the students to expose their ideas and adapt them to the circumstances at the moment of speaking, besides, CL techniques provide students with the opportunity to develop their ability to comprehend others' ideas while interacting face to face (Ilmi, 2012).

The use of the cooperative learning method to develop speaking skills promoted positive results regarding oral communicative competence since the method was effective to encourage students to become competent in the language (Kurniawan, 2014).

## Students' attitudes towards the implementation of Cooperative Learning in the English Classroom

The analyzed studies make reference to the positive impact that cooperative learning has on the students' attitudes. The studies that focus on this aspect are classified in the table below.

Table 5

*Students' attitudes towards the implementation of Cooperative Learning in the English Classroom*

<i>Attitudes towards Learning</i>		Number of	Authors	%
<i>English</i>		studies		
• Students' attitudes			Al-Tamimi & Attamimi	
○ Positive	7		(2014); Darmuki, Andayani, Nurkamto & Saddhono	87,5
○ Negative	1		(2018); Essien (2015); Kurniawan (2014); Namaziandost, Vida & Mehdi, (2019); Nievecela, & Ortega (2019); Zohra (2013).	
			Lucena & San Jose (2016);	12,5

**Note.** N=8

It is important to highlight that 12 studies were not included in Table 5 since they did not focus



on students' attitudes.

Table 5 shows that eight studies established a relationship between cooperative learning (CL) and students' attitudes towards learning English. These studies described how students changed their negative attitude towards learning English and found the motivation to communicate proficiently in the foreign or second language through CL techniques and activities (Al-Tamimi & Attamimi, 2014). The studies agreed on the fact that through the implementation of different CL strategies students increased their level of confidence to speak the target language.

These studies also revealed that CL was more likely to improve students' positive attitudes towards EFL learning than traditional teaching. CL facilitated students' interest and intrinsic motivation to learn (Essien, 2015). The positive link between CL and intrinsic motivation was attributed to the ability of CL to facilitate a supportive learning atmosphere, where students found learning and achieving goals fun and enjoyable (Darmuki, Andayani, Nurkamto, & Saddhono, 2018).

In contrast, only one study evidenced that students' negative attitudes towards language learning did not change after the implementation of CL in English classes. According to Lucena and San José (2016), students brought with them their own negative attitudes and prejudices. They concluded that the success of CL depends on how interaction is structured in order to construct supportive and positive peer relationships.

## Teamwork as a motivation tool to promote oral interaction

Cooperative learning is a great method to promote oral interaction since students must work as a team, and while working as a team to achieve common goals, they must interact to each other. The studies that focus on teamwork and oral interaction are classified as follows.

Table 6

*Teamwork as a motivation tool to promote oral interaction*

Teamwork motivation	Number of studies		%
<ul style="list-style-type: none"> <li>Interactive communication</li> </ul>	14	Ilmi (2012); Karniawan, (2014); Pacheco, Rozo, & Quinche (2011); Alrayah (2018); Darmuki, Andayani, Nurkamto & Saddhono (2017); Darmuki Andayani, Nurkamto & Saddhono (2018); Maharani (2016); Nadrag & Buzarna-Tihenea (2017); Namaziandost, Vida & Mehdi, (2019); Nievecela, & Ortega (2019); Wang (2017); Zohra (2013), Lucena & San Jose (2016); Nurhasanah, & Suwartono (2018).	70
<ul style="list-style-type: none"> <li>Warm communication atmosphere</li> </ul>	3	Yaghoubi-Notash & Sarbakhshian (2014); Essien (2015); Namaziandost, Neisi, Kheryadi, Nasri & Mohammad (2019);	15
<ul style="list-style-type: none"> <li>Enjoyable and pleasant learning</li> </ul>	3	Al-Tamimi & Attamimi (2014); Lestari, Azhar, & Erni (2015); Ulfa (2018).	15

**Note.** N=20

Table 6 was designed considering all of the 20 studies that support this research. From these 20 studies, 14 studies agreed about the use of CL to promote interaction and communication. These studies were focused on the development of speaking skills through teamwork. It means that when students worked as teams, they cared about the others' performance and motivated each other to do their best for the team (Lucena & San Jose, 2016).

Additionally, this table shows the impact of cooperative learning on the development of students' speaking skills in a comfortable environment, since one of the reasons why students are not enthusiastic and encouraged to learn and speak English are negative feelings like anxiety, shyness, or pressure. Therefore, it is evident that using CL to teach speaking skills make the language learning process more dynamic for the students (Darmuki, Andayani, Nurkamto, & Saddhono, 2018).

Moreover, the previous analysis demonstrated that activities and strategies focused on Cooperative Learning (CL) encouraged students to develop their communicative competence in English since this methodology promotes socialization and interaction.

Moreover, the different techniques based on CL such as think-pair-share, two-stay, two-stray, jigsaw, and games motivate students to learn, making them active in class and aware of their learning processes.

Similarly, the results of the analyzed studies indicated that CL allowed students to acquire independence, autonomy, and self-confidence, which promoted the development of speaking micro skills such as fluency, pronunciation, and accuracy. Students became more fluent when they felt comfortable and when they had more opportunities to speak and interact. Thus, after examining 20 studies, it can be inferred that CL had a positive impact on the development of EFL/ESL students' speaking skill.

## Chapter VI

### Conclusions and Recommendations

#### Conclusions

This systematic review collected, analyzed, and summarized existing research on cooperative learning and the development of the speaking skill. Twenty articles were analyzed, which met the defined inclusion criteria and provided evidence to answer the two research questions: 1. What is the reported impact of Cooperative Learning on EFL/ESL student's speaking skills? and 2. What are the reported results of the use of Cooperative Learning in the learning of English as an FL or SL?

Regarding the first question, it was concluded that the impact of CL on EFL/ESL students' speaking skill is positive. Studies showed that after the application of the Cooperative Learning methodology, students' speaking ability increased significantly. CL techniques such as think-pair-share, two-stay two-stray, jigsaw, games provided students with more opportunities to discuss and interact in English classes by using the target language (Darmuki, Andayani, Nurkamto & Saddhono, 2017; Maharani, 2016, Essien, 2015; Ilmi, 2012). As mentioned by Alrayah (2018), these activities and techniques are enjoyable and help learners to feel more confident about learning and communicating in English. Therefore, teachers who implement these techniques facilitate the English learning process and promote students' interaction, which improves students' communicative skills (Yilian, 2007).

In addition, in terms of speaking micro skills development, CL techniques play an important role since students become more fluent and conscious of their pronunciation and accuracy (Alrayah, 2018; Essien, 2015; Zohra, 2013). In fact, students learn to recognize their own mistakes while they perform cooperative activities. Thus students are encouraged to achieve oral communicative competence. As Celce-Murcia (2008) affirms, oral

communicative competence enables speakers of a language to interact effectively with each other, so non-native English speakers must express with clarity, fluency, coherence and persuasion to be proficient in oral communication. Respectively, Castrillón (2010) mentioned that oral production is one of the most relevant skills to be developed and enhanced in a foreign language through CL since this method emphasizes positive human relationships and cooperation between peers or groups.

Secondly, based on the results obtained after examining the 20 studies, it was evidenced that the oral interaction provided by working cooperatively allows students to develop their speaking skills. In this regard, Vygotsky (1978) highlighted his social theory that validates that meaningful and genuine learning happens through social interaction.

Moreover, Vygotsky stated that when people receive spoken messages, they actively try to understand the language from the people around them in order to communicate their needs or ideas. In this way, learners develop their oral and language abilities while interacting with others or working cooperatively.

Regarding the second question, the results confirm that students changed their language perception and found the motivation to communicate proficiently in the foreign language through CL techniques and activities. According to Darmuki, Andayani, Nurkamto, and Saddhono (2018), CL facilitates students with a supportive learning atmosphere which makes them feel motivated to improve their language skills. Besides, Alrayah (2018) mentions that teachers who use CL develop effective students' attitudes towards learning, promote relationships and interaction among students, and increase their motivation and self-esteem.

Finally, it is concluded that the use of CL had a positive effect on other components of oral communicative competence such as grammatical, discourse, and sociolinguistic competence. The latter is the most developed component since CL techniques are aimed at

encouraging students to socialize and interact in social contexts. In this regard, Richards and Renandya (2002) stated that it is crucial for teachers to figure out the sociolinguistic side of language which enables learners to choose pertinent comments, to correctly formulate questions during interaction, and to respond with non-verbal agreeing with the purpose of the conversation.

## **Recommendations**

Through the findings of this systematic review, it is possible to provide educational institutions with an overview of research on the use of CL as a didactic strategy for teaching and learning English

Additionally, teachers should apply cooperative learning techniques in their classrooms because it helps learners develop their speaking ability, improve their positive attitudes towards language learning, increase participation, solve problems, and have discussions in an inviting atmosphere.

Likewise, teachers should include CL as a teaching strategy since it will encourage students to use the target language during class, facilitating oral interaction and making learning more significant.

Finally, it is important for further research in the field of language learning to carry out more studies on the use of Cooperative Learning and its effects not only on the speaking skill but also on the other language skills such as reading, writing and listening as well as on the other components of the language such as grammar and vocabulary. In fact, according to Namaziandost, Vida, and Mehdi (2019), all of these components are necessary to become proficient in the language.

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